

The Study of Teacher Guide Books in Madrasah Aliyah, Indonesia

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Abstract—The curriculum in madrasahs should combine general science with Islamic science as a public school with Islamic characteristics including a teacher's manual, but until now, especially in Indonesia, there is no general subject manual specifically intended for teachers at Madrasah Aliyah which integrates values Islamic. This qualitative descriptive research aims to determine the content of Islamic values in the SMA/MA general subject teacher manual. The data sources used were 36 teacher's books for SMA/MA class X, XI, and XII. The results of the study show that only the core competency components and basic competencies which contain religious values are integrated into all general subjects in the 36 books studied and the material descriptions are not developed in all teacher manuals. The non-integration of religious values into the discussion of general science is evidenced by data showing that 100% of the descriptions of general science material do not touch on religious values at all, however, the integrated religious values are still general in nature. Based on these facts, the preparation of a teacher's book with Islamic nuances needs to be carried out immediately so that the goals and vision and mission of the madrasa can be achieved, as well as the character of the madrasa as a public school with Islamic characteristics.

Keywords—Teacher guide book, madrasah aliyah, integration of general subjects-religious values, integrated curriculum.

I. INTRODUCTION

The Palm plant was one of the major horticultural crops of the ancient world and served as an essential food source. Its geog Madrasah is literally defined as a place where students learn, or a place to teach. In Indonesia, madrasah is still used as its original word although its definition is not exactly the same as the literal meaning anymore. National Education System Law no. 2 Year 1989 defines madrasah as a public school which has Islamic characteristics. Although it teaches the general subjects as taught in public schools, madrasah has its own characteristics, which greatly emphasizes on the value of religiosity of the society masyarakatnya [1]

The definition of madrasah as a public school with Islamic characteristics has an implication on the curriculum used there. To date, especially in Indonesia, the learning process in madrasah still occurs partially. It means that the curriculum of the general education and the curriculum of the Islamic education are still separate. There is not any integration between them. The dichotomy of the curriculum basically occurs in the education practices in Madrasah in other Islamic countries. Furthermore, it is explained that one way to overcome this issue is by combining general subjects and the Islamic values which are simultaneously given. The general subjects and religious values should be combined because the Islamic education does not only teach about theology or teaches the Qur'an, Hadith, and Fiqh; but it also includes all branches of knowledge which are taught in Islamic perspectives [2]

The experts of education have different opinions related to the objective of integrating Islamic values with general subjects in madrasah. The objectives of this integration are (1) to broaden the spiritual insight and to increase the rational understanding of Islam in the context of life, especially relating to kauniyah or natural verses [3]; (2) to equip the students with adequate understanding of Islam through general subject learning [4]; and (3) the inclusiveness of Islamic values in general subjects is expected to provide a solid Islamic foundation in students, so that they have a strong character based on Islamic values for their development of life [5]

The learning process that integrates the general subjects and the religious values is believed to be able to provide the students with good affective, psychomotor and cognitive aspects. The expected learning results of such learning process is the holistic learning results in all aspects of learning. Such learning results are believed to provide a different color from what has been going on, where the cognitive aspect is so dominant or even the only developed aspect in general subjects in schools [6]

Integrating the religious values into the general subjects requires a number of supporting components to make the idea work well. One of the main supporting components is the learning materials [7]. The intended learning materials are the teacher guide books that have integrated the general subjects with the Islamic values. The main reason for the importance of providing Islamic guide books is because most of the general subject teachers in madrasah still have a very basic standard of the mastery of Islamic values relating to the substance of general subjects. The statement is in line with the opinion of Jayja Umar as the head of *Direktorat Jenderal Pendidikan Islam Departemen Agama* (the Directorate General of Islamic Education of the Ministry of Religious Affairs) who states that general subject teachers in most madrasah in Indonesia have low competence at religious knowledge and at general subject knowledge [8]

The teacher guide book which has Islamic nuance plays an important role for teachers in madrasah, especially for the general subject teachers. The important roles of the teacher guide book are as follows: (1) instructional guidance; both related to the learning materials, learning methods, and evaluation of the learning activities [9]. This is the ultimate role of the teacher guide book because it determines the quality of their teaching; (2) teaching resources that provide learning materials [10]. The learning materials that provide a discussion on the general knowledge integrated with religious values will greatly help the general subject teachers who have relatively little knowledge of the substance of the religious knowledge [11]; (3) it helps teachers to achieve the educational goals as formulated in the curriculum (Ma'rufah, 2021); and (4) it shows the characteristics of madrasah as an Islamic public school.

Based on the elaboration above, this study aimed at determining the extent of the integration of general subjects and religious values in the teacher guide books in Madrasah Aliyah, both in the compulsory subjects and the elected subjects. The results of this study are expected to provide information, especially to the related parties who are responsible for the implementation of education in madrasah related to the learning materials used by the teachers in madrasah, especially Madrasah Aliyah. Furthermore, the obtained information is expected to be used as an evaluation related to the extent to which the teacher guide book is used to realize the mission of integrating the general subjects with the religious values in madrasah.

II. MATERIAL AND METHODS

This library research was done by using a descriptive qualitative method. What is described is the content of Islamic values in the components of the teacher guide book in senior high school (SMA / MA) general subjects. The components of the teacher guide books analyzed were core competence, basic competence (KD), competence indicator (IK), objectives, learning materials, learning activities, and evaluation of learning. The seven components of the book analyzed were based on the points of the appropriateness assessment instrument of the teacher guide book issued by the National Education Standards Agency (2014). Until the results of this study are reported, there have not been any teacher guide books of general subjects which are specifically designed for the education in Madrasah. All the teacher guide books for the general subjects which are commonly used have the caption "... for Senior high schools (SMA/ MA) ". Therefore, in this study, all the books analyzed were all the generally accepted teacher guide books.

The sources of the data in this study were the teacher guide books for senior high school (SMA / MA) class X, XI, and XII. Thirty-six books analyzed included 8 compulsory textbooks and 4 elected textbooks in three classes. The eight compulsory subjects were Pancasila and Citizenship Education (PPKn), Mathematics, Indonesian Language, English, Indonesian History, Cultural Art, Physical Education of Sport and Health, and Craft. The four elected subjects included Biology, Indonesian Language and Literature, Mathematics, and Sociology.

III. RESULTS AND DISCUSSION

Core competence (KI) is the level of ability to achieve SKL (minimum passing grade / SKL: criteria of passing grade qualification include attitude, knowledge, and skills) that students should have at each grade level [12]. Core competence (KI) includes spiritual attitudes, social attitudes, knowledge, and skills. Meanwhile, basic competence (KD) is the ability to achieve the core competence (KI) that students must gain through learning that includes spiritual attitudes, social attitudes, knowledge, and skills [13]. In the curriculum referred to by all the books analyzed, the formulation of the core competence (KI) and the basic competence (KD) indicates the availability of religious value content integrated in all general subjects. Nevertheless, the formulation of the religious values on the components of core competence (KI) and Basic competence (KD) was only 33% and 42% of the 36 books analyzed.

The competence indicator (IK) is a measurable and / or observable behavior to show the achievement of certain basic competencies that become the reference of the assessment of the learning subjects (*Permendiknas Nomor 41 Tahun 2007 tentang Standar Proses*). The books that include the inclusive religious values in general subjects as competencies that must be mastered by students, formulated in the basic competences, 81% of the books do not formulate indicators as an achievement benchmark of these competencies. That the competence indicators (IK) were not formulated on the aspects of the integration of religious values into the general subjects can give an idea that this aspect was not formulated in the component of learning material, learning process, and evaluation of learning results. This is because the development of the three components of the book was based on the formulation of competence indicators. The results of the book analysis on the component of the learning material show that 100% of the learning material presented were mathematical, social, or scientific knowledge that was not integrated with religious values in it. This was proved by the absence of any verses of the Qur'an and Hadith of the prophet related to the learning material of the general subjects. The content of religious values included did not touch the substance of the discussion. The results of this research are in line with the research findings by [14] who conducted a study on religious content on the students' science books (Biology, Physics and Chemistry) in class X. The researcher found that in the three books analyzed, none of the learning material integrates the Islamic values which are suitable with the learning material discussed.

In the component of learning activities / learning process, 78% books added the religious values to the description of the learning stages. However, the religious values written on this component were general and not suitable with the substance of the learning material. Most of the religious values were greeting and gratitude to God the Almighty written at the beginning and or at the end of the learning activities. One example of religious values written at the beginning of learning activities is as follows: "Teachers give reinforcements about the aspects of motivation and spiritual attitudes of students relating to gratitude for the blessing from Allah SWT, so that we can still carry out activities with good, healthy and on the basis of faith towards Allah SWT ". Meanwhile, an example of religious values written at the end of the learning activities is as follows: "The teacher ends the learning by saying gratitude to Allah SWT, Lord the Almighty that this meeting has been going well and smoothly ". The number of religious value texts written on 36 teacher guide books on the component of learning activities / learning process is shown in Figure 1.

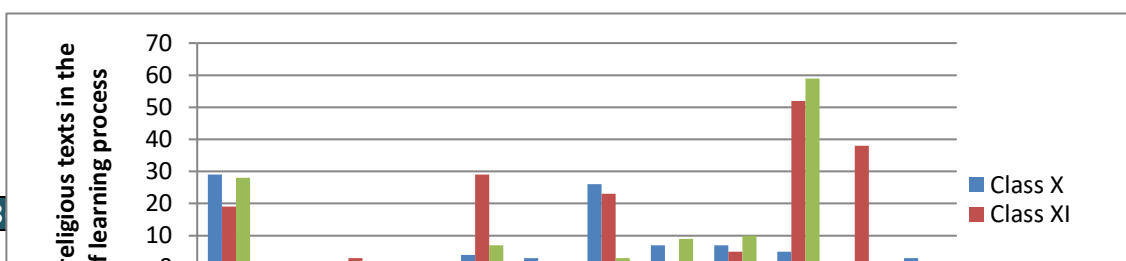


Figure 1. The number of religious value texts on the component of learning activities / learning process

In the last book component, that is, learning evaluation, 78% books did not do evaluation of the religious value aspect. Meanwhile, the books that included an evaluation of religious values, the aspects assessed were the general religious values as written in the previous book component. Evaluation of learning was more focused on the aspects of cognitive learning results and psychomotor of the students. In summary, the percentage of the general religious values in each book component of the 36 teacher guide books analyzed is shown in Figure 2.

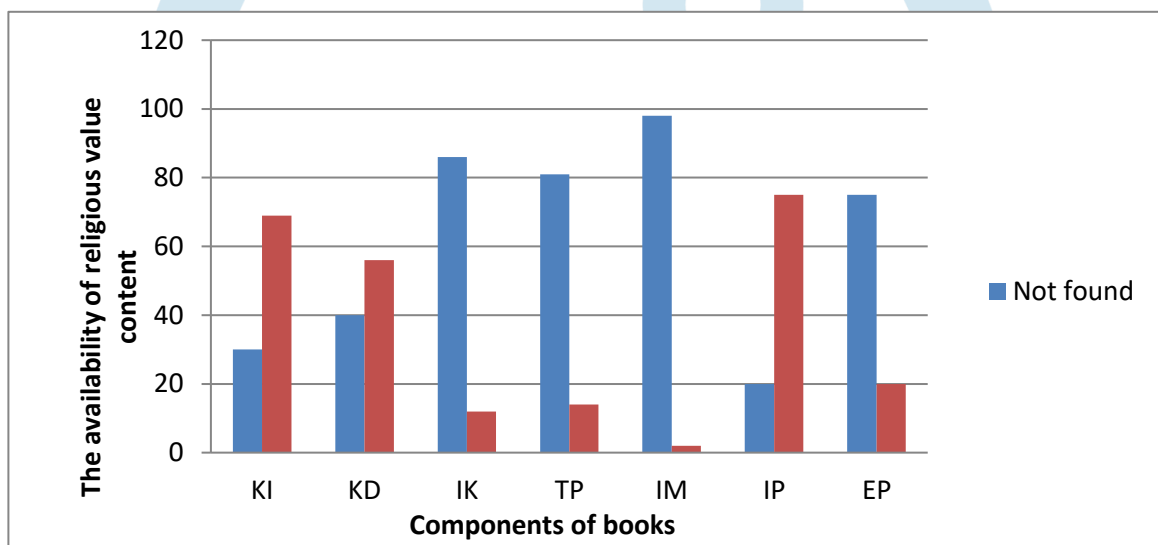


Figure 2. The religious value content of all the book components of the 36 teacher guide books. KI: Core Competencies, KD: Basic Competencies, IK: Competence Indicators, TP: Learning Objectives, IM: value integration with learning materials, IP: integration of religious values on the components of learning stages EP: Evaluation of Learning.

Based on the results of the research above, it is known that all the teacher guide books analyzed did not include the religious values which were in line with the relevant general subjects. In other words, the results of this research provide information that Madrasah in Indonesia have not been supported with the learning materials which show the characteristics of Islamic schools. The learning materials used did not touch the concepts of integrating general subjects with the religious values. Such condition is also found in other madrasah in other countries. The study conducted by Jeanne et al (2008) Islamic schools/ madrasah in India, Nigeria, the Philippines and Uganda revealed that the main obstacle of madrasah in realizing a curriculum that integrates general subject and theology is the support of the learning materials

These findings indicate that the teacher guide books which were used: (1) have not been able to achieved the demands of the curriculum objectives, which is empowering all students' competencies, including the spiritual aspect; (2) are not in line with the core competence which is formulated as follows: "Understanding and practicing the religious teachings that each student embraces". The books that follow the formulation of the core competencies should include a discussion of religious values by adjusting them with the substances of the the general subjects being discussed. This as a form of religious teachings as stated in core competence (KI); (3) have not been able to highlight the characteristics of Madrasah Aliyah as an Islamic public school. The above three things can be achieved if the components in the teacher guide books in madrasah are always associated with the religious values, that is, by adding the verses of the Qur'an and / or Hadith from the prophet on each component of the book. This is supported by the opinion of Kosim (2022) in his study on science teaching materials in schools that the learning materials in schools, especially in madrasah, should always be connected with religious teachings [15].

The teacher guide books with Islamic nuances can be realized if the preparation is carried out by the madrasah itself and does not use the teacher guide books used in public schools. In addition to solving the three problems mentioned above, the preparation of the Islamic teacher guide book also needs to be done immediately because madrasah has a different mission and vision from those of the public schools. The Government Regulation no. 19 of 2005 Article 6 paragraph (1) stating that “*Kelompok mata pelajaran agama dan akhlak mulia untuk MA atau bentuk lain yang sederajat, dapat dimasukkan dalam kelompok mata pelajaran agama dan akhlak mulia dan kelompok mata pelajaran ilmu pengetahuan dan teknologi*” (Religious and noble moral subjects for MA or other equivalent forms may be included in religious and noble moral subject and science and technology subject”); allows madrasah to develop and / or develop their own Islamic teacher guide books. The preparation of self-administered guidebooks by the madrasah provides them with the flexibility to incorporate Islamic values in any discussion of general knowledge.

The preparation of the Islamic teacher guide books which can be done by the madrasah itself provides an implication on the content of the curriculum and the teacher qualifications as a book author. The interest in composing teacher guide books that integrate general subjects with religious values requires a reshuffle on the curriculum content. This is in line with the opinion by Solehah (2008) that the implications of implementing a curriculum that integrates the general subjects with the religious values is to rearrange the curriculum [16]. Nowadays, the curriculum used by madrasah in Indonesia still separates the curriculum for the general subjects and the curriculum for the religious values. Saleh et al (2011) states that the application of the curriculum of general subjects and religious knowledge, is also applied in Islamic schools in Malaysia [17]. In the learning process, both general subjects and the religious values, both these two groups of knowledge are taught separately. The Islamic schools that also apply the curriculum of general subjects and religious values are the Uni Emirat Arab (Haidar, 2002), Singapore (Othman Subramaniam, 2003), Egypt (Mansour, 2008), and Brunai Darussalam (Lubis, 2015). The concept and design of such curriculum should be immediately transformed into an integrated curriculum, a curriculum that combines general subjects with the religious values [18,19,20,21]. Such an integrated curriculum design can serve as a guide for the preparation of Islamic general textbooks. The unavailability of the curriculum that integrates general subjects with religious values is one of the obstacles of integrating science and technology and imtaq in madrasah [22]

Teacher qualification is also an important factor in the preparation of Islamic general textbooks. Teachers, as a writer/developer of Islamic textbooks must have a good qualification in general subjects as well as religious values. The low competent teacher in the general subjects and in the religious values is one of the factors causing the failure of developing and implementing the curriculum that combines general subjects and religious values [23] (Rosidah et al (2022). The mastery of religious materials, concepts, and values, especially those related to the materials, concepts and theories of general subjects taught in Madrasah Aliyah, is still very poor. This is because the educational background and the knowledge of the general subject teachers in Madrasah Aliyah are generally from public education institutions in which they do not get adequate learning related to the religious teachings / values, especially the religious values related to the general subjects in Madrasah Aliyah. The low qualification of madrasah general subject teachers is not only found in madrasah in Indonesia. However, such problem is also found in most madrasah in the Philippines, as well as other countries (Jeanne, Moulton, Jon, Uzma & Amir, 2008).

IV. CONCLUSION

Thirty-six teacher guide books analyzed did not present the characteristics of madrasah as an Islamic public school. This is because the learning materials, learning activities, and the learning evaluations do not integrate the Islamic values with the general subjects. Integrated religious values are general. A total of 67% books include general religious values with the total amount of less than 30%; even 25% of the books analyzed did not include the religious values in the description of the learning activities.

The availability of the Islamic guide books for the general subject teachers is very important to support the learning process in madrasah; so that the preparation of these books should be done immediately. The authority of the madrasah to develop its own guidebooks based on Government Regulation No. 19 of 2005 Article 6 Paragraph (1), gives them the freedom to incorporate Islamic values into general subjects. The existence of Islamic books in madrasah is believed to improve the quality of learning in madrasah; so that the learning objectives formulated in the core competencies and the vision and mission of Islamic education institutions are believed to be achieved. The existence of the Islamic teacher guide books can also highlight the characteristics of madrasah as an Islamic public school which distinguish them from other public schools.

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